

Assurance of Student Learning Reflection 2024-2025	
Potter College of Arts & Letters	School of Media & Communication
Workplace Communication Certificate (Ref. 1760)	
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Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Construct messages appropriate to various audience concerns
Evaluation	Over the past three years, our assessments primarily focused on measuring students' interpersonal and group communication skills in contexts like small-group projects (COMM 349), intercultural interviews (COMM 365), and leadership analyses (COMM 330). While these indirect measures often indicated that students could write and speak competently, our prior reports suggested more explicit emphasis was needed on audience analysis. Consequently, we have revised our curriculum and plan to use a streamlined portfolio (COMM 401) where students demonstrate how they tailor their messages to different audiences in workplace or organizational settings.
Measurement Instruments	Beginning in Fall 2025, each senior student will enroll in COMM 401 (Workplace Communication Portfolio). They will compile artifacts (memos, presentations, recorded messages, etc.) that illustrate their ability to craft messages for distinct audience concerns. Faculty raters will use the newly created "Workplace Communication Portfolio Assessment Rubric," which includes categories such as Clarity, Audience Adaptation, Professional Tone, and Supporting Evidence.
Criteria & Targets	In the old system, success was typically set at 70–80% of students scoring "3/5" (Satisfactory). With the updated portfolio approach, we're raising the benchmark: at least 80% of students should score "Proficient" (4/5) or higher on the Audience Adaptation and Clarity dimensions of the portfolio rubric.
Results & Conclusion	Results: In the prior three years students in small-group contexts (COMM 349) often communicated effectively but received little direct feedback on audience adaptation. Interpersonal/leadership assignments showed good overall organization but a need for stronger audience-focused structures. Conclusion: While students can create coherent messages, more deliberate, measured emphasis on "why" and "how" messages should be adapted to audience concerns is critical. Our new SLO and single-portfolio measure will unify these skills in a clear culminating project.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	All students in COMM 401 will showcase at least two artifacts demonstrating how they addressed distinct audience concerns (e.g., addressing upper management vs. frontline teams). Two trained faculty scorers will independently evaluate each portfolio on a 5-point rubric. If fewer than 80% meet “Proficient,” we will introduce earlier practice assignments in the program’s 300-level courses to strengthen audience-focused message design. Scores and rater feedback will be discussed with all certificate faculty each fall, ensuring iterative improvement.
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Demonstrate the ability to adapt one’s communication to diverse audiences.
Evaluation	In prior assessment cycles, the certificate included an SLO emphasizing intercultural or diverse contexts (e.g., through COMM 365). Students generally performed well in basic cultural awareness but, per faculty feedback, needed stronger demonstration of adapting messaging beyond cultural differences alone (e.g., generational or professional-level diversity within an organization).
Measurement Instruments	We will use the COMM 401 Portfolio course as our single direct measure. Students will select at least one artifact (e.g., a revised press release, a group training session outline, or a recorded presentation) that demonstrates message adaptation for a specific diverse audience. This artifact will be scored with the “Adaptation to Diversity” dimension of our portfolio rubric (language choices, acknowledgment of cultural or audience-based differences, clarity of goals, etc.).
Criteria & Targets	Historically, we set a goal of 70–75% meeting “Satisfactory.” We are increasing the target to 80% scoring “Proficient” (4/5) on the Adaptation to Diversity rubric dimension.
Results & Conclusion	Results: Over the prior three years, intercultural interview assignments in COMM 365 showed ~90% of students reached “Satisfactory” or better in describing cultural differences. However, deeper reflection on how they actually modified their communication was less consistent. Conclusion: Students grasp the importance of diversity but must more explicitly demonstrate how they adapt messages, choose language, and structure content for varied audiences. The new portfolio requirement, which includes reflection on the adaptation process, should close this gap.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Students in COMM 401 must include at least one portfolio artifact specifically targeting a diverse or unfamiliar audience. Rubric scoring categories will emphasize clarity of adaptation choices (e.g., style, tone, medium) and rationale. After reviewing the first cycle of portfolio scores, faculty may incorporate additional sample artifacts or “best practice” examples in earlier courses to support stronger adaptation skills.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Demonstrate the ability to develop strong working relationships in organizations, using problem-solving and team-building behaviors.
Evaluation	Prior years’ data (from COMM 349 peer evaluations and group decision-making projects) indicated that students typically collaborate effectively. However, specific gaps appeared in systematic problem-solving steps (e.g., analyzing root causes, evaluating alternatives, or

	implementing solutions). We consolidated these findings into a single SLO that focuses on how students enact strong relationships and problem-solving in workplace contexts.
Measurement Instruments	COMM 401 portfolios will include at least one collaborative artifact (e.g., a group-based problem-solving proposal, conflict-resolution plan, or team-building workshop outline). The certificate faculty designed a “Team-Building & Problem-Solving” dimension on the portfolio rubric, assessing clarity of group roles, conflict resolution methods, and evidence of actual outcomes.
Criteria & Targets	Previously, 70% of students reached “3/5—Satisfactory” on group-based problem-solving rubrics. Our new goal is that at least 75–80% achieve “Proficient” (4/5) or higher on the Team-Building & Problem-Solving dimension.
Results & Conclusion	Results: Over the previous three years peer evaluations in small-group projects consistently showed 80+% of students rated themselves or peers positively for teamwork skills. Some students struggled to fully implement formal problem-solving models (e.g., skipping step-by-step evaluation or lacking structured solutions). Conclusion: Students demonstrate strong interpersonal relationships and conflict-management, yet would benefit from a more rigorous approach to structured problem-solving. By requiring them to document how they applied (and reflected on) these skills in a portfolio, we ensure deeper engagement.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	In COMM 401, each certificate student must present an artifact that highlights problem-solving or team-building in an organizational scenario (case study, existing job/internship, group project from another class). The rubric includes sub-criteria such as clarity of problem definition, structured solution steps, conflict-resolution approach, and reflection on team-building outcomes. Faculty will review aggregated scores annually to identify areas needing more curricular reinforcement—e.g., if “Implementation Steps” remain weak, we’ll incorporate more explicit solution-design tasks in earlier courses (COMM 330, 348, etc.).

To add more outcomes, if needed, select the table above and copy & paste below.

Workplace Communication Portfolio Assessment Rubric

	Distinguished (23-25 points) Knowledge/ability is exceptionally clear; demonstrates an in-depth understanding and/or ability	Proficient (20-22 points) Demonstrates knowledge/ability with insight. A few minor weaknesses may exist.	Average (18-19 points) Competent Knowledge/ability is illustrated, but additional details needed or improvements made.	Developing (15-17 points) Basic knowledge/ability demonstrated; missing key elements of the learning outcome being assessed.	Unsatisfactory (0-14 points) Inadequate knowledge/ability; fails to convey attainment of the learning outcome being assessed.
Ability to construct messages appropriate to various audience concerns and demonstrate competence in delivering those messages.					
Ability to adapt one's communication to diverse audiences.					
Ability to develop strong working relationships in organizations, using problem-solving and team-building behaviors.					
Organization and Professional Preparation of the Portfolio					

